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ABSTRACT

The goal of this workshop for school psychologists is to provide high quality training in best practices for instructional evaluation. An objective of these trainings is to facilitate the implementation of the instructional evaluation requirement of the Special Education Regulations and Standards for determining eligibility for special education services. Furthermore, these trainings are designed to help establish the role of the school psychologists as integral members of building-based instructional support teams. This manual provides the trainer with the background material, handouts, transparency masters, and suggested activities designed to achieve the workshop goals. It is intended to be a guide for the trainer, encouraging individualized approaches based upon trainee needs. An introductory section covers the background and critical features of instructional evaluation, the Instructional Support Team (IST) Process, and use of the manual. Then, specific curriculum domains are addressed, each consisting of a case study scenario, suggested intervention, measurement options for acquisition and retention, design questions, and a descriptive narrative. Topics covered are: reading, math, instructional/test application, classroom behavior, social skills, and affective behavior. The final section presents expanded case studies in academic and coping skills, with the evaluation reports. (ND)

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INSTRUCTIONAL EVALUATION

School Psychologist Training of Trainers Manual

Edited by:

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Instructional Support Team Project
Instructional Support System of Pennsylvania
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Preface

The Instructional Support Team Project is pleased to present the following Instructional Evaluation Manual. This manual should be considered a work in progress. Input from those who work with the training materials will form the basis for corrections, additions/deletions, and/or expansion to the manual.

The present manual should also be considered as the initial phase of a much more comprehensive training manual. Presently, additional modules are being developed to provide in-depth treatment of the issues of behavioral and affective assessment, intervention design and evaluation. These additional modules will be presented as a series of Training of Trainers Workshops in the Fall of 1994. Future modules will be developed to meet the training needs identified by professionals in the field.

Acknowledgments

This manual was edited by Dr. Joseph F. Kovaleski, Director and Dr. Paul E. Lowery, School Psychology Consultant, Instructional Support Team Project of Pennsylvania. The ideas, materials, and concepts used in the manual reflect the culmination of contributions from virtually all the IST consultants and a variety of professionals throughout the Commonwealth. The editors would like to especially thank Dr. Edward Gickling, State IST Consultant, for his insights and contributions. We also wish to thank and recognize the following individuals for their direct contributions to this effort.

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Introduction

The goal of the instructional evaluation training of trainer workshop for school psychologists is to provide school psychologists throughout the Commonwealth of Pennsylvania an opportunity to access high quality training in best practices for instructional evaluation. Among the objectives of these trainings is to facilitate the implementation of the instructional evaluation requirement of the Special Education Regulations and Standards for determining eligibility for special education services. Furthermore, these trainings are designed to help establish the role of the school psychologists as integral members of building-based instructional support teams.

The manual is designed to provide the trainer with the background material, handouts, transparencies, and activities in order to achieve the workshop goals and objectives. The single most important factor in successful workshop presentations is thorough preparation. With this in mind, it is imperative that you review all background materials. After becoming familiarized with the manual materials it is suggested that you develop a tentative agenda with realistic timelines. With your specific audience in mind you will then need to determine what handouts, transparencies and activities are most appropriate for your workshop presentation. It may also be fruitful to review each module and reflect on how you might carry out each discussion and anticipate the needs of the trainees.

This manual is intended to be a guide for the trainer. It is encouraged and expected that trainers will individualize their trainings based upon trainee needs. However, irrespective of training modifications, trainers should insure that the expected trainee outcomes are achieved. It is essential that workshop participants develop a clear understanding of the instructional support team process and their potential role as an integral team member. In addition participants should acquire a thorough understanding of the instructional evaluation process and the important role of the school psychologist in implementing this process.

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SECTION I

INTRODUCTION

Background

The 1990 revisions of the Pennsylvania Regulations and Standards for Special Education redefined special education as "specially designed instruction to meet the needs of an exceptional student" (§ 14.1). A student is eligible for special education if:

> **(1) The individual has one or more...physical or mental disabilities,**
>
> **and**
>
> **(2) The individual is determined by an IEP team, based upon recommendations in a multidisciplinary evaluation, to need special education.** § 14.1

To determine if the student needs special education, the Standards stipulate that an instructional evaluation will be performed on each student who is to be considered for eligibility for special education programs.

> **Evaluation of students suspected of being exceptional and in need of Special Education services in programs that address academic skills shall include an instructional evaluation consisting of an assessment of the basic academic content that the student is expected to learn, shall yield the student's rate of acquisition and the student's rate of retention and shall result in a determination of the type and quantity of instructional support that is required to maintain the student at the student's instructional level.** Section 342.25(j).

This standard indicates that the instructional evaluation will consist not of a static testing situation, but of an on-going analysis of the student's

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responses to effective instruction that is assisted by an instructional support process. While the standard addresses an assessment of "basic academic content," it also has impact on the assessment of behavioral, communication, and social skills that contribute to a student's academic performance and adjustment to school.

Inherent in the standard for the instructional evaluation are the concepts of rate of acquisition, rate of retention, and degree of need. These indices are conceptually based in the provisions of Public Law 94-142. Regulation 300.541 of this act indicates the criteria for determining the existence of a specific learning disability, including the following:

> **A team may determine that the child has a specific learning disability if . . . the child does not achieve commensurate with his or her age or ability levels in one or more of the areas listed in Paragraph (A)(2) of this section, *when provided with learning experiences appropriate for the child's age and ability levels* . . . .***

In referring to the written report required for this determination, Regulation 300.543 indicates that:

> **Whether there is a severe discrepancy between achievement and ability *which is not correctable without Special Education and related services* . . . .***

Both of these provisions of PL94-142 clearly indicate that *bona fide* attempts to intervene with a student in a regular classroom program is required prior to further psycho-educational assessment for special education eligibility. Special education services can only be considered

---

* Italics added.

when appropriate interventions have been attempted and found not to be successful.

The intent of the instructional evaluation that is prescribed in the Pennsylvania Standards is to provide a systematic and data-based determination of the extent to which a regular classroom program can meet the child's learning needs. These specific procedures stand in contrast to previous practice in which the provision of appropriate learning experiences in regular education was presumed for each child who was thought to be eligible for Special Education.

It should be noted that the instructional evaluation (including the determination of rate of acquisition, rate of retention, and degree of need) is required in all multi-disciplinary evaluation of students in all grades (K-12) who are being considered for eligibility for special education programming.

Critical Features of an Instructional Evaluation

The purpose of the instructional evaluation, then, is to address two fundamental questions. First:

> **Is an instructional level being provided in the regular education program so that the student feels comfortable and competent about his/her performance?**

The instructional level is the optimum degree of difficulty of the material to be learned in an instructional event. It is the level at which the student learns comfortably and where the level of

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challenge of the material is appropriate. The importance of assessing instructional level is based on the notion that many students who experience failure in academic content are, in fact, faced with material that is at a frustration level. Mastery of the material cannot be expected to occur unless the student is working at the instructional level. The instructional evaluation is based on identifying the instructional level of the student, creating and implementing an intervention that will allow the student to be instructed at that level for a period of time, and assessing the student's response to that instruction.

Once the student is working at the instructional level, the second question can be addressed:

> **Is the student's learning rate sufficient to be maintained in a regular classroom? or**
>
> **Is the student's rate of learning so deficient that special education services are required for the student to succeed?**

The concept of rate of learning is based on the common observation that students learn skills at different speeds, and require different levels of support needed for their acquisition and retention of new material. To determine the need for special education, this rate of learning is needed in addition to the assessment of instructional level.

To address these issues, the concepts of rate of acquisition, rate of retention, and degree of need were developed. Each of these concepts presumes the provision of an intervention period (e.g., through an Instructional Support Team process) during which students' academic functioning is assessed directly in curriculum materials, or during which

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their behavior, communication, and social skills are assessed in the regular school environment. Following these assessments, specific interventions are implemented, technical assistance is provided to support the instruction, and the student's progress is analyzed according to his/her ability to acquire and retain the learned material. The rate of acquisition is defined as the relative ease with which a student learns new information or acquires appropriate skills. The rate of retention is defined as the ability of student to retain and use information or skills in meaningful ways.

It should be noted that the rates of acquisition and retention represent data-based instructional concepts rather than norm-referenced concepts. There are times when it is appropriate to measure these rates quantitatively and other times when rate is best expressed qualitatively. In either case, instructional support and multidisciplinary evaluation teams will need to base their decisions on data that are derived directly from the instructional process. Consequently, the use of curriculum-based and behavioral measures are indicated rather than norm referenced tests.

In developing the concept of rate of acquisition, five generic terms are incorporated. The terms reflect the fact that it is important for students to acquire items, to become fluent/efficient, to learn concepts, to apply strategies, and to gain useful habits. In elementary classrooms, students are required to learn items such as letters, facts, letter sounds, and to develop a working vocabulary. They need to become efficient or fluent in the use of items and skills. They need to acquire concepts such as place value, regrouping, and word meanings. In addition, they need to gain

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strategies for interacting with and monitoring their work. Finally, students need to gain habits that will help them achieve success such as social and organizational skills.

With regard to retention, students are expected to recall or respond to what they have learned, and to apply what they have learned in appropriate contexts. The educational program should provide students with sufficient guided and independent practice so that they can generalize these skills by transferring them from one situation to another in appropriate ways.

The Instructional Support Process

The rates of acquisition and retention are typically assessed in the context of an instructional support process. The instructional support team (IST) is a further provision of the Regulations and Standards designed to provide team-based collaborative efforts which assist teachers with interventions to address the needs of students identified as at risk for school failure. The instructional support process works to provide precise assessments that can guide effective instruction during the instructional support period.

The goal of instructional support is to assure that students are taught at their instructional level throughout the intervention period. The students' reaction to this instruction can be assessed according to these rates of acquisition and retention, leading to an analysis of the extent to which the regular classroom environment can be modified and adapted to continue successful progress. When students can be maintained in regular environments through instructional support so that their rates of

acquiring and retaining skills and information meet the goals set by the intervention team, they are not eligible for special education because they do not display a need for special education in order to be successful. Further multidisciplinary evaluation activities are unnecessary for these students. On the other hand, for those students whose degree of need goes beyond what the regular classroom environment can provide (i.e., students who fail to make adequate progress in spite of supported regular class interventions), referral for further multidisciplinary evaluation to determine eligibility for special education is indicated.

Use of This Manual

This manual is intended to provide examples of methods that can be used to determine students' rates of acquisition and retention, and to illustrate the analysis of their degree of need for special education. Because these concepts are instructionally based, they are examples that are unique to each student and each classroom situation and cannot be driven by formula. The goal of the manual is to give the reader an understanding of the processes involved rather than to serve as a "cookbook" of prescribed practices. It should also be noted that a single instructional or behavioral target is presented for each student described. However, many students in real-life situations will present multiple problems, requiring interventions in more than one domain, or multiple interventions in a single area (e.g., with parents and in the classroom).

The manual is organized into two sections. The first section consists of a series of short vignettes that provide examples of how rate of acquisition, rate of retention, and degree of need can be conceptualized in

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different instructional domains, resulting in cases where referral to multidisciplinary evaluation is either indicated or not warrented. Summary statements included in each vignette describe the particular decision made by the team.

Following this section are two cases that begin with the instructional support team process and continue through multidisciplinary evaluation including the development of the individual eduction program (IEP). This presentation is intended to illustrate the flow of information throughout the entire process and to feature the utilization of relevant instructional data in decision-making and in the eventual development of a special education program.

CURRICULUM DOMAIN: READING
(WORDS)

Scenario: Bill is considered to be a nonreader by his second grade teacher. He understands stories which are read to him, but he is unable to read on his own having a limited sight vocabulary of 12 words. He knows the names and the individual sounds of letters, but is unable to blend letter sounds in order to unlock new words. This lack of phonemic awareness is also evident in his spelling and writing which his teacher considers to be incomprehensible. In class, Bill spends much of his time off-task (e.g., doodling, etc.). However, he is not a social problem, and has friends.

Intervention: The IST recommended that a drill sandwich approach be used to present 4 to 5 new words per day. The drill sandwich strategy will build upon known items and folding in unknown items as in concretely building a sandwich. As words are learned, they are then placed in context, and techniques to build fluency are used.

ACQUISITION

Measurement Options:

Chart number of words learned/day, annotating specific words.

Graph of number of words learned daily.

Cumulative graph of words. (See Table 1).

RETENTION

Random checks on previous words learned (percentage measure) - chart or graph.

Measure fluency over time (e.g., graph) as a reflection of his ability to profit from connected discourse. (See Table 1).

Decision Questions:	Is growth in word recognition sufficient for student to make progress in reading materials in classroom (e.g., basal series)? Is working memory adequate to allow for several words to be learned/day? Can student learn words with average amount of repetitions in classroom?

Narrative:

The IST chose to measure rate of acquisition by developing a cumulative graph of words learned. Inspection of this graph during the 30 day intervention period indicated that Bill was able to learn an average of six words per day, which is beyond the level initially planned. His working memory appeared to be capable of handling this level of information. The support teacher found that Bill was able to learn words at this level with five repetitions of the flash card drill each day, along with inclusion of the words into other contextual reading activities to expand opportunities for further practice. This intervention was found to be easily arranged in the classroom by using peer tutors to conduct the flash card drill, while the classroom teacher chose new unknown words for the drill, incorporated the new learning into practice activities, and maintained the data collection.

Ongoing graphing of oral reading fluency was chosen by the IST as the measure of rate of retention. Inspection of these data indicated that, during the intervention period, Bill initially made slow progress in fluency (averaging 10 words per minute), but soon improved as additional words were learned. By the end of the intervention period, Bill was working his way through the second pre-primer, and was reading at 35 words per minute with one error per minute. In addition, he has displayed an increased ability to use word attack skills to "unlock" new words in context. Because Bill qualifies for Chapter I assistance, the remedial reading teacher has been able to assist the classroom teacher in helping Bill to make progress in his oral reading and in integrating reading and writing activities.

The IST decided that Bill should not be referred for a multidisciplinary evaluation because the regular education program, using the designed interventions, was able to maintain Bill at an appropriate learning rate (rate of acquisition and retention) that allows him to progress in a satisfactory manner through the reading series. The IST projects that, given his current progress as indicated by his rates of acquisition and retention, Bill should approach levels of functioning displayed by at least the low reading group.

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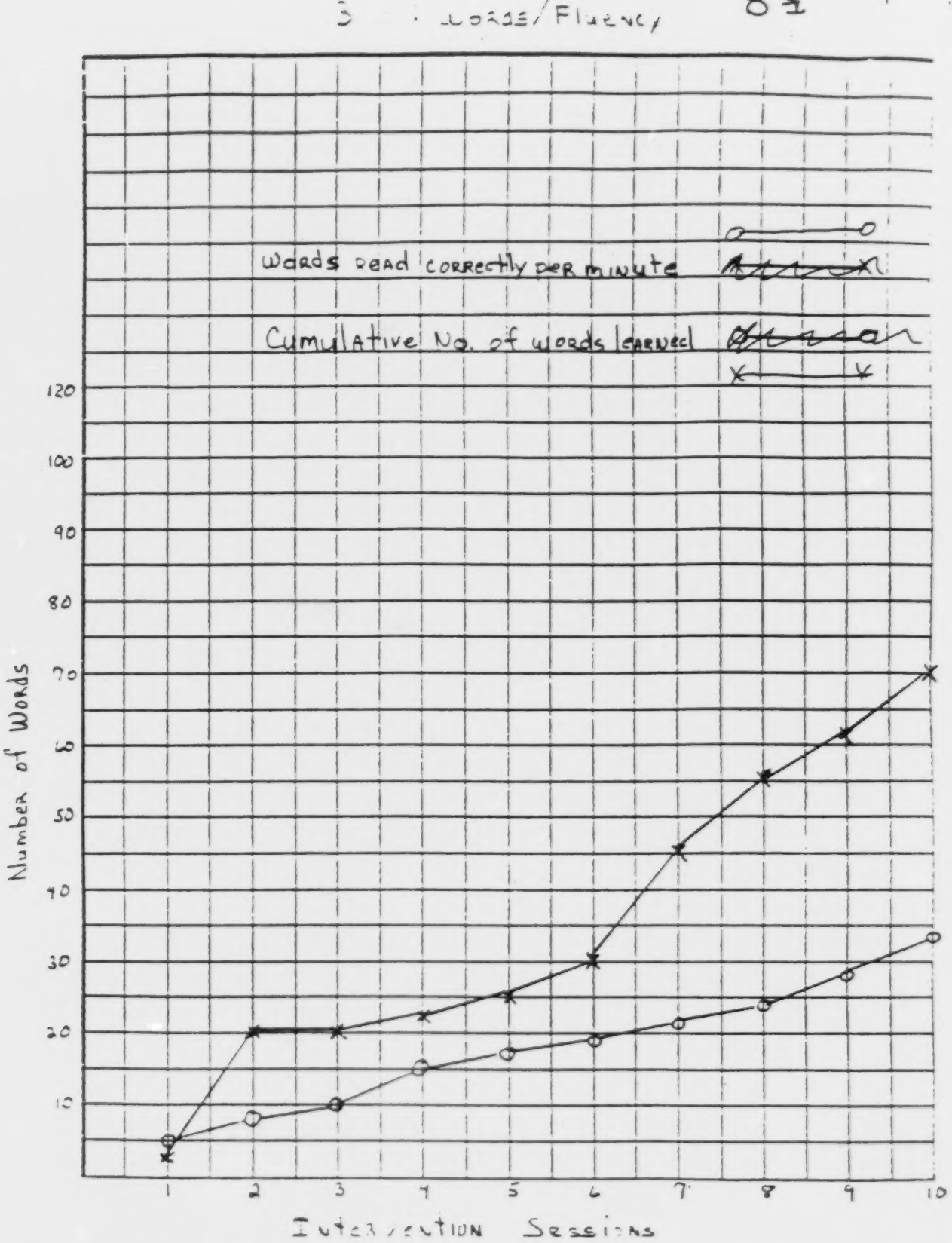
Table 1


Words Read Correctly per Minute
Cumulative No. of Words Learned
Number of Words
120
100
90
80
70
60
50
40
30
20
10
1
2
3
4
5
6
7
8
9
10
Intervention Sessions

CURRICULUM DOMAIN: READING
(LETTER SOUNDS, WORDS)

Scenario: Jean is a first grade student who knows four letter sounds. The rest of the class has mastered all of the sounds, and are aware of phonemic elements in spelling.

Intervention: The IST decides to intervene in teaching sound-letter associations using key words and by showing that word features provide evidence of letter sounds and vice versa. Jean is expected to learn one new letter sound a day.

ACQUISITION

Measurement Options:
Chart of letter sounds learned. (See Table 2)
Cumulative graph of letter sounds learned.
Running record of writing samples.
Graph using leader rating of skills learned. (See Table 3)

RETENTION

Random sample of consonants.
Writing skill displays emergence of phonemic awareness and use of words in connected thoughts.

Decision Questions:
Is the rate of learning new sounds adequate?
Does the student approach the pace of the class during the intervention period on the number of sounds known?
Does the student display use of this skill in activities commensurate to her classmates?
Does the student's inventive spelling move from pre-phonetic to phonetic?

Narrative

The IST decided to use a chart displaying sounds learned to assess rate of acquisition. Over four weeks, Jean has learned all of the consonant sounds (approximately 4 to 5 per week) and recognizes them in initial and ending positions in primary words. Her rate of retention is reflected in her writing. She has moved from a prephonemic stage to using phonemic elements in inventive spelling. This strategy has the student spell words according to her own perception of how words are formed. As a result, the amount and quality of her writing has greatly improved.

Jean has demonstrated this progress after intervention by the support teacher, and follow-up by the classroom teacher, who has incorporated these strategies into her regular instruction in written language.

The IST judges that Jean should not be referred for a multidisciplinary evaluation. They believe her learning of new sounds was rapid, and she quickly approached the pace of the rest of the class. She also demonstrated adequate retention of these new elements by her ability to apply these skills in written language activities and by her movement toward inventive spelling and writing. The team has further judged that the successful interventions are within the realm of possibility in the regular education classroom program.

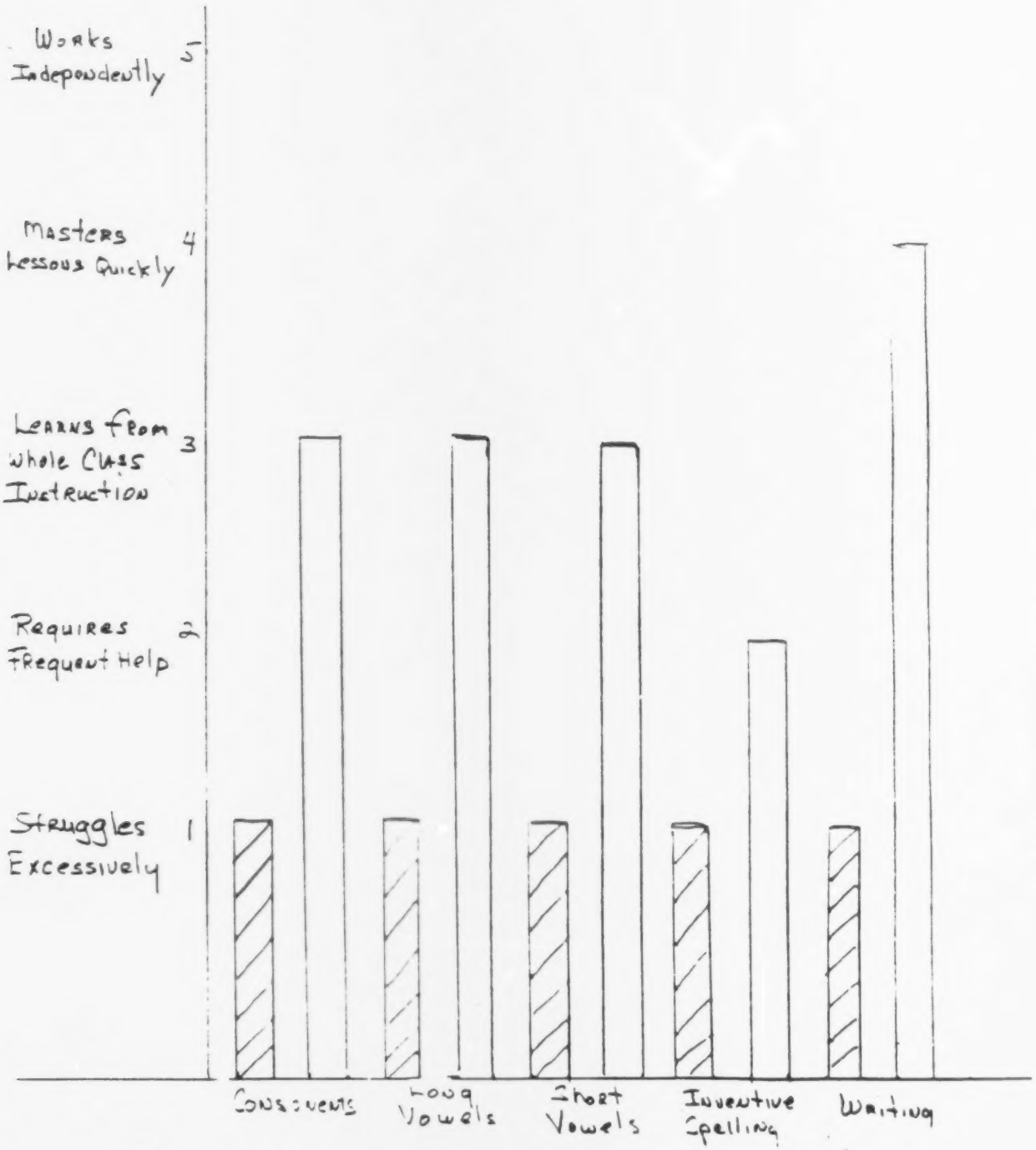
JEAN: WORDS/SOUNDS CHART

	Intervention Sessions										
Consonants	Vowels	1	2	3	4	5	6	7	8	9	10
	*a										
b		b									
*c											
d		d									
	e		e								
f			f								
g				g							
h				h							
	i			i							
*j											
k					k						
l					l						
m						m					
*n											
	o					o					
p							p				
q							q				
r								r			
s								s			
t									t		
	u								u		
v									v		
w										w	
x										x	
y											y
z											z
No. of items	learned	2	2	3	2	2	2	2	3	2	2

*Letters known prior to the intervention

Table 3

Jean : Teacher Developed Rating Scale



Teacher Rating Before and After Intervention

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CURRICULUM DOMAIN: READING
(CONCEPTS)

Scenario: Nell is a sixth grade student who reads with adequate fluency (120 wpm), is able to answer detail questions based on the passage, but does not tell the main idea.

Intervention: The IST decided to focus on helping Nell to obtain the main idea through the technique of key words and a mapping strategy. These strategies would be carried out by the classroom teacher in individual sessions throughout the intervention period. Cooperative learning (heads together) would also be used to foster peer modeling of these techniques. The heads together strategy provides a structure where students work cooperatively in small groups to do assigned tasks.

ACQUISITION

Measurement Options: Student answers questions regarding main idea. Chart percent of questions answered correctly (quantitative measure).

Student constructs map to express main idea (qualitative measure).

RETENTION

Student routinely identifies main idea across subject areas (i.e., the student generalizes).

Decision Questions: With guided practice, does the student grasp the concept of main idea in specific content by displaying an increasing ability to identify main ideas in story form?

Does the student generalize the acquired skill across assignments and across content areas? Does student need extraordinary support to generalize?

Narrative

After 10 days of intervention, the support teacher reported to the IST that Nell had been able to give the main idea with guided practice after reading a passage with 100% accuracy on five consecutive assessments (rate of acquisition). By the end of 30 days, she had also displayed the skill 100% of the time when the classroom teacher had done random checks during content subject activities (rate of retention). The classroom teacher reported that he can readily incorporate the interventions into his instruction in reading and the content subjects. The IST judged that Nell displayed appropriate rates of acquisition and retention in the regular classroom without extraordinary interventions, and therefore, exhibited no need to refer for a multidisciplinary evaluation.

CURRICULUM DOMAIN:READING
(STRATEGIES)

Scenario: Sam is a fourth grader who seems to be a passive academic learner. He asks questions on the playground, but does not do so with academic content. When reading, if asked to make a question out of a sentence, he cannot do so. He does not report using self-questioning to guide comprehension when reading. His oral reading fluency averages 105 words per minute (wpm), with few errors. His comprehension of text is variable: on some days it is 100% and on others it is 0%.

Intervention: The IST decided to highlight Sam's naturally occurring questioning behavior in non-instructional situations (e.g., on the playground). The classroom teacher will teach him that reading is getting answers to questions. Sam will practice converting statements to questions, and using questions in context of reading passages. The teacher has knowledge of these strategies and will be supported by the support teacher in data collection.

ACQUISITION

Measurement Options: Percent of times the student is able to make questions out of sentences when prompted in reading material, or using individual sentences.

RETENTION

Extent to which student is able to apply questioning technique into regular reading and other subject areas. Extent to which quality of questions improves.

Decision Questions:

Does Sam learn the questioning technique with guided practice? Does the percentage of correct uses of this technique improve? What is Sam's comprehension of the material when he uses the strategy?

Does Sam use the questioning skill on his own to direct comprehension? Does the quality of his questioning improve? Is the quality of Sam's questioning sufficient to allow the student to comprehend so that he can interact successfully in classroom reading and content area activities?

Narrative

During the 30 day intervention period, Sam was able to use the questioning technique when prompted 90% of the time (rate of acquisition). When guided in such a manner, his comprehension for factual information was good. His ability to use the technique in unprompted situations varied. Spontaneous, random checks by the classroom teacher indicated that Sam used the technique about 50% of the time (rate of retention), with corresponding results in comprehension. That is, his comprehension was between 90% and 100% when he was using the technique. A check of other students in the class indicated that Sam's peers also spontaneously use the skill about 50% of the time.

The IST judged that the intervention fit neatly into the teacher's regular instruction, and that Sam's ability to profit from the instruction was good when he used the strategy. The IST decided to assist the teacher in helping her student to use the strategy spontaneously by teaching him a self-monitoring technique. The school psychologist will work with the classroom teacher to implement this idea. The team was optimistic that this intervention would increase Sam's spontaneous use of questioning, thereby allowing him to participate fully in his classwork. Referral for MDE was not recommended.

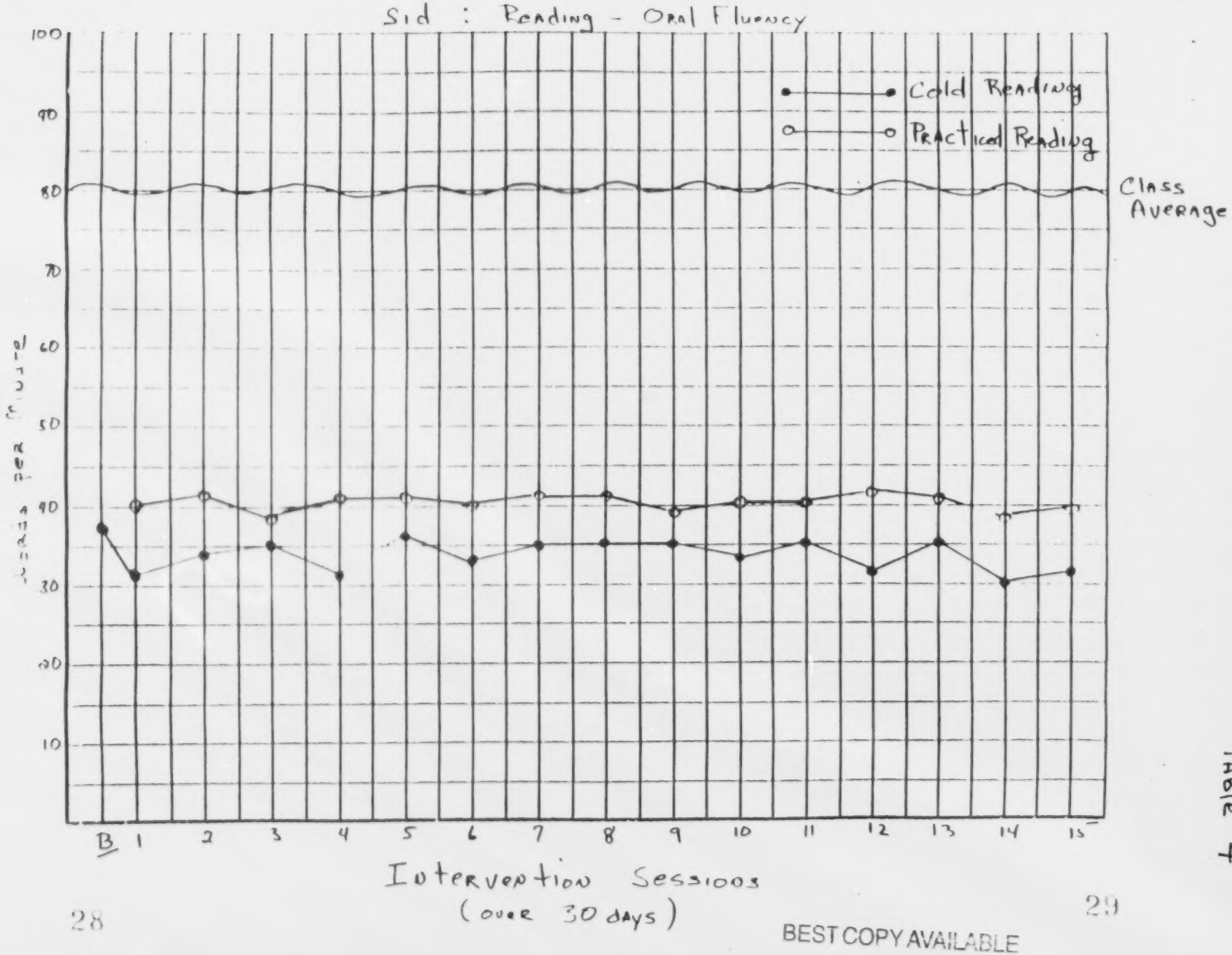

Table 4

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Decision Questions: Does fluency improvement indicate that the gap between the student and his peers is decreasing?
Does the student maintain gains in reading rate in new reading selections?

Narrative

During the course of the 30 day intervention period, Sid's oral reading fluency varied between 30 and 43 wpm on novel/cold and practiced readings on any given day. While on some days he seemed to be gaining fluency, on others he seemed to lose ground (rate of acquisition). This problem was particularly apparent when Sid was presented with novel passages, in that Sid's fluency was consistently in the mid-30's on first readings. Considering the fact that Sid's unaided recall of information from the passages was also poor, the team concluded that his rate of retention was minimal.

Given that Sid's peers in third grade consistently display fluency rates of 75 wpm or greater with good comprehension, the team judged that Sid exhibited a significant deficiency in reading fluency and comprehension. Furthermore, despite intensive intervention in these domains, Sid's rates of acquisition and retention were inadequate for acceptable progress without more specially designed instruction. Consequently, the team decided to refer Sid for a Multidisciplinary Evaluation (MDE) in order to gain more information, and to aid in determining the most appropriate placement to meet his educational needs. After MDE, the IEP team found that Sid was eligible for special education. Sid subsequently received specially designed instruction for reading.

CURRICULUM DOMAIN: READING (FLUENCY/COMPREHENSION)

Scenario: Sid is a third grade student who reads in a halting, word-by-word manner. His oral reading fluency is 38 words per minute (wpm), with 3-4 errors per minute (epm). Sid appears to be interested in getting through a passage without regard to what's in the passage. He does not use reading as a skill to get information. His fund of words is fair.

Intervention: The IST chooses an intervention that combines impress, repeated reading, and chunking. The impress strategy involves an oral reading activity where the teacher and student read in unison, with the teacher reading slightly ahead of the student. Repeated reading requires students to repeat the reading of a selection to improve comprehension and/or reading fluency. Chucking teaches students that individual words connect to form small meaningful thought units. To create visual images of thought units, Sid will be taught to visualize what he is reading. Instructional targets are speed (fluency) and the ability to interact with context.

ACQUISITION

Measurement Options: Chart or graph of progress in fluency (wpm). (See Table 4).

RETENTION

Student's ability to deal with increasingly difficult passages (e.g., in basal series), with increases in both speed and comprehension.

Student's understanding as measured by: increased use of questioning strategies with teacher and self, increased use of self-talk to monitor reading, and increased ability to embellish what is read.

CURRICULUM DOMAIN: MATH
(ITEMS)

Scenario: Susan is a fourth grade student who is having difficulty learning multiplication. She has voiced a dislike for math and for school in general. Her grades on math assignments and math tests typically fall within the 40-60 percent correct range. In talking with her about school and about math class in particular, she is of the impression that nothing will change, that the teacher dislikes her and is unwilling to help her become a better student.

Intervention: The IST recommended the use of Curriculum-Based Assessment procedures to determine what Susan knows and is able to do, and to determine the type of assignments her peers are working on in math. Upon completion of this assessment, interventions would include reteaching of unknown facts with known facts using a drill sandwich procedure, having Susan explain the logic of multiplication, and incorporating new facts into more difficult problems.

ACQUISITION

Measurement Options: Chart specific increase in the number of new facts learned. Record change on percentage of assignments and tests performed correctly (See Table 5).

RETENTION

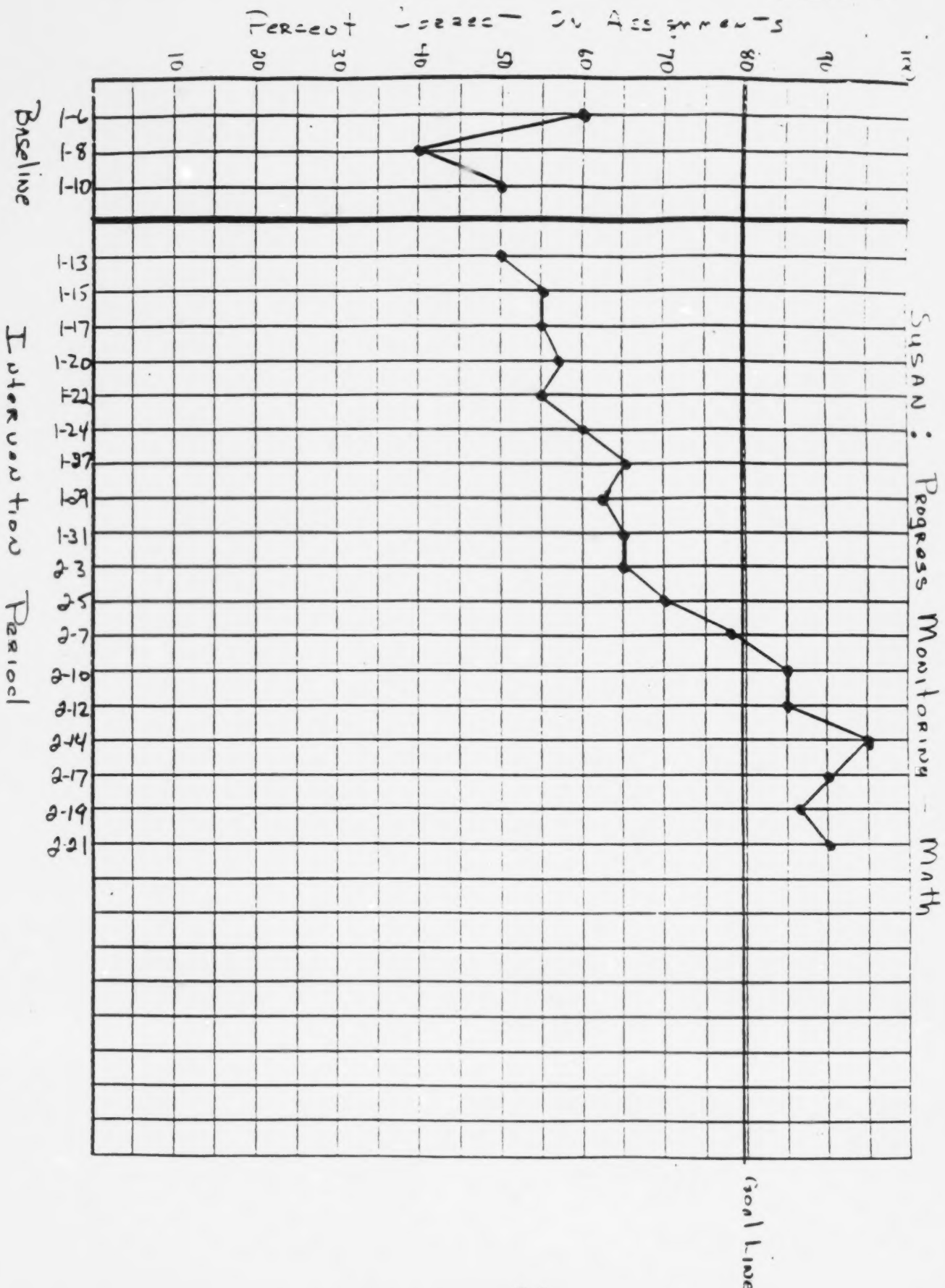
Apply new facts automatically across two row x two column and two row x three column multiplication problems. Determine if understanding and accuracy are consistently maintained at 100% correct.

Decision Questions: Is the student successful in completing her math assignments and does the student display facility with the multiplication process?
Are the child's perceptions of school changing as evidenced by her spontaneous comments and general affect in school?

Narrative

Results of the assessment indicated that Susan knew the multiplication process and could regroup accurately and efficiently. Her difficulty was merely that she was being penalized by the absence of six facts. By being required to complete two row x three column problems, these unknown facts appear with such regularity that they resulted in consistently low scores of assignments and tests. These unknown facts along with other known facts were taught during the intervention period. Rate of acquisition was measured by the increase in percent correct on assignments from baseline (40-60%) to the end of the intervention period (80-95%). Rate of retention is demonstrated in her ability to maintain an accuracy level of 100% of previously learned material. The classroom teacher was pleased with Susan's academic progress. The IST did not recommend additional academic evaluation. The team continues to work, however, with the classroom teacher in order to build a friendlier and more helping relationship with the student.

Table 5


Percent Correct On Assignments
10
20
30
40
50
60
70
80
90
100
Baseline
1-6
1-8
1-10
Intervention Period
1-13
1-15
1-17
1-20
1-22
1-24
1-27
1-29
1-31
2-3
2-5
2-7
2-10
2-12
2-14
2-17
2-19
2-21
Goal Line
Susan: Progress Monitoring - Math

CURRICULUM DOMAIN: MATH
(FLUENCY/EFFICIENCY)
Addition & Subtraction

Scenario: Lester has made little progress in arithmetic in either first or second grade according to his teacher. He has difficulty working simple addition and subtraction problems, relies almost entirely upon finger counting rather than knowing and using the facts, and is unable to demonstrate the relationship between addition and subtraction in order to check his work.

Intervention: The IST developed a strategy that the support teacher would employ three times per week, incorporating the following sequence of steps:

Confirm how Lester processes various addition and subtraction problems.

Identify known facts.

Reduce reliance on finger counting by gradually introducing new facts along with known facts using a drill sequence procedure.

Shape the use of facts into addition and subtraction problems.

Gradually increase the sophistication of problems and introduce regrouping.

Model, prompt and practice each stage of these processes.

Continue to stress the relationship of addition and subtraction.

ACQUISITION

Measurement Options: Chart increase in number of new facts learned.

Record accuracy in applying basic facts to more sophisticated problems.

RETENTION

Show ability to use facts as opposed to finger counting in computation.
Applies facts to computation and able to check work.

Decision Questions:

Is the student making sufficient progress in math to narrow the gap between his prior knowledge and where others are in class?
Does the student need extensive help beyond what can be provided in the classroom?

Narrative

Lester has shown only minimal gain during the 30 day IST intervention period even with the support teacher working with him. He has been able to learn only eight new addition facts (rate of acquisition) and continues to rely extensively upon finger counting to do most of his work. His fact system for subtraction is even more restricted. The repetition and review rate needed to learn a new fact and to apply it in a natural addition or subtraction situation is extensive, requiring a daily review and practice. The support teacher has not been able to move him into regrouping nor has she been successful in using manipulatives in helping him understand and internalize how the concept of addition and subtraction complement each other (rate of retention).

Because of the minimal amount of progress Lester made during the intervention period, the recommendation of the Instructional Support Team was to proceed with a multidisciplinary evaluation. The instructional support process has provided confirming evidence of the need for more extensive service.

CURRICULUM DOMAIN: MATH
(CONCEPTS)

Scenario: Eric's fourth grade teacher has voiced concern about his inability to keep pace with his peers in multiplication. In order to make progress in this skill area Eric requires a great deal of individual instruction. He is learning his multiplication facts and he is beginning to apply the algorithms more consistently. Performance on his daily assignments does not transfer well on unit tests.

Intervention: The team recommended using the drill sandwich procedure to learn the remaining unknown multiplication facts. A procedure for reteaching the concept of distributive properties using a single multiplier x one, then two, and finally three factors was recommended. The use of the decimal and dollar sign will also be reviewed. The support teacher will teach Eric to use "self-talk" to complete the steps within a problem.

ACQUISITION

Measurement Options: Chart the number of multiplication facts that Eric learns in each drill session.

Document his progress in applying regrouping principles through scores on sample math problems given after each instructional session.

RETENTION

At two and four week intervals, using a game format, record the number of multiplication facts he has retained.

Record performance on tests given by the teacher in the classroom.

Decision Questions:	Is the student working more independently and is his work becoming more efficient and accurate? Will the student require less individual instruction or more individual instruction as his math assignments increase in difficulty?

Narrative

The support teacher recorded the number of multiplication facts Eric learned in each session and also documented his progress in applying regrouping principles to sample problems. Rate of acquisition was measured through Eric's ability to learn an average of 5 new multiplication facts per session. According to the classroom teacher, this was an average rate of progress for Eric's peers. He also demonstrated acquisition of the regrouping concept by scoring an average of 90% on samples administered during the intervention sessions. Rate of retention was measured through classroom performance. Eric was able to complete math assignments with an average of 92% accuracy provided the problems were all of the same format. If the format was varied, Eric became confused. For example, on the most recently administered unit test, he scored a 44% correct. When his answers were further analyzed, it appeared that he had difficulty with the first few problems in each set, but was able to complete the remaining problems accurately. Because of these results, the IST did not recommend further evaluation at this time. However, the team did recommend that adaptations be made to change the format of the math unit tests and to reduce the number of problems given to Eric. This student's performance and progress will continue to be monitored.

CURRICULUM DOMAIN: MATH
(STRATEGIES)

Scenario: Blain is having difficulty with regrouping in subtraction. When the pattern is consistent, i.e., regrouping from the tens column or from the hundreds column, he works the problems correctly. However, when the problems are mixed, he fails to analyze the distinguishing features and does all problems according to a single pattern. His third grade teacher has worked with him to help him distinguish these differences, but has been unsuccessful.

Intervention: The IST reviewed the data and recommended the following strategy:
Initiate a self-talk procedure, but rather than having Blain talk his way through one type of problem, have two, then three and finally four contrasting types of problems. He is not to work the problems until he can describe the features of each problem. The teacher encourages through questioning (i.e., How are these alike? How are they different? What do you see? What else do you see?).

ACQUISITION

Measurement Options: Chart or graph the accuracy with which he correctly regroups mixed problems.

RETENTION

Graph his scores on classroom assignments and tests.

Decision Questions: Is the student grasping the regrouping concept across mixed subtraction problems and is the student able to move forward to the next arithmetic skill?

Is the student's progress sufficient to be maintained in the regular classroom program?

Narrative

The support teacher initiated the self-talk intervention with Blain and the classroom teacher encouraged the use of the strategy in the classroom. Blain successfully used the strategy during individual instruction and was able to complete problems with an average accuracy of 95%. This demonstrates his rate of acquisition since prior to the intervention his baseline score on CBA samples was 62% correct. The self-talk and self-questioning procedures have helped Blain become more reflective. He spends more time analyzing each problem and reasoning through the steps needed to complete the regrouping process involving mixed problems. His scores on classroom assignments and tests are now consistently falling in the 95 - 100% correct range (rate of retention). Because of his success and the subsequent satisfaction of his performance by the classroom teacher, Blain's intervention plan became part of his regular classroom program.

CLASSROOM BEHAVIOR

Scenario: Pedro demonstrates behavior difficulties which include bizarre facial contortions followed by strange vocalizations. He is a bilingual Hispanic child reading approximately two years below grade level, but the inappropriate behaviors are of primary concern and appear to be preceded by frustration. The team has decided to focus on the inappropriate social behaviors that Pedro exhibited approximately two times a day.

Intervention: The team established the frequency and duration of Pedro's bizarre behaviors by direct teacher observation. The goal was to eliminate Pedro's inappropriate behaviors entirely. The intervention strategy used was a daily self-management chart in which Pedro marked if the target behavior occurred during a subject area period. If Pedro exhibited one or fewer episodes per day, Pedro was reinforced with a *Crayola* marker. Prior to utilizing this chart, the self-management procedure was discussed and role-played with Pedro.

ACQUISITION

Measurement Options:

Graph the number of inappropriate behaviors which occur per day. (See Table 6).

Chart behavior by conducting structured classroom observations.

RETENTION

Monitor maintenance of behavior over time with self-monitoring.

Graph teacher rating of student behavior across time/setting.

Decision Questions:	**Are there observable decreases in the student's inappropriate behavior?** **Does the student demonstrate sufficient change in behavior to maintain success in his present placement?** **Is the teacher satisfied with the student's change in classroom behavior?**

Narrative

After the first twelve days of the intervention period Pedro decreased the number of behavioral episodes per day from two to one. Rate of acquisition was measured by a 50% reduction in the target behavior. By the end of the 30 day intervention period Pedro experienced only one behavioral episode per week indicated an acceptable retention rate. The teacher stated that Pedro was now manageable in the classroom but the goal remained at total elimination of the inappropriate behaviors.

The IST recommended that Pedro be monitored even though the support teacher had to exit the process. It was suggested that the positive reinforcer be changed to something that Pedro is able to choose himself. The IST will re-evaluate the student's progress in 10 days.

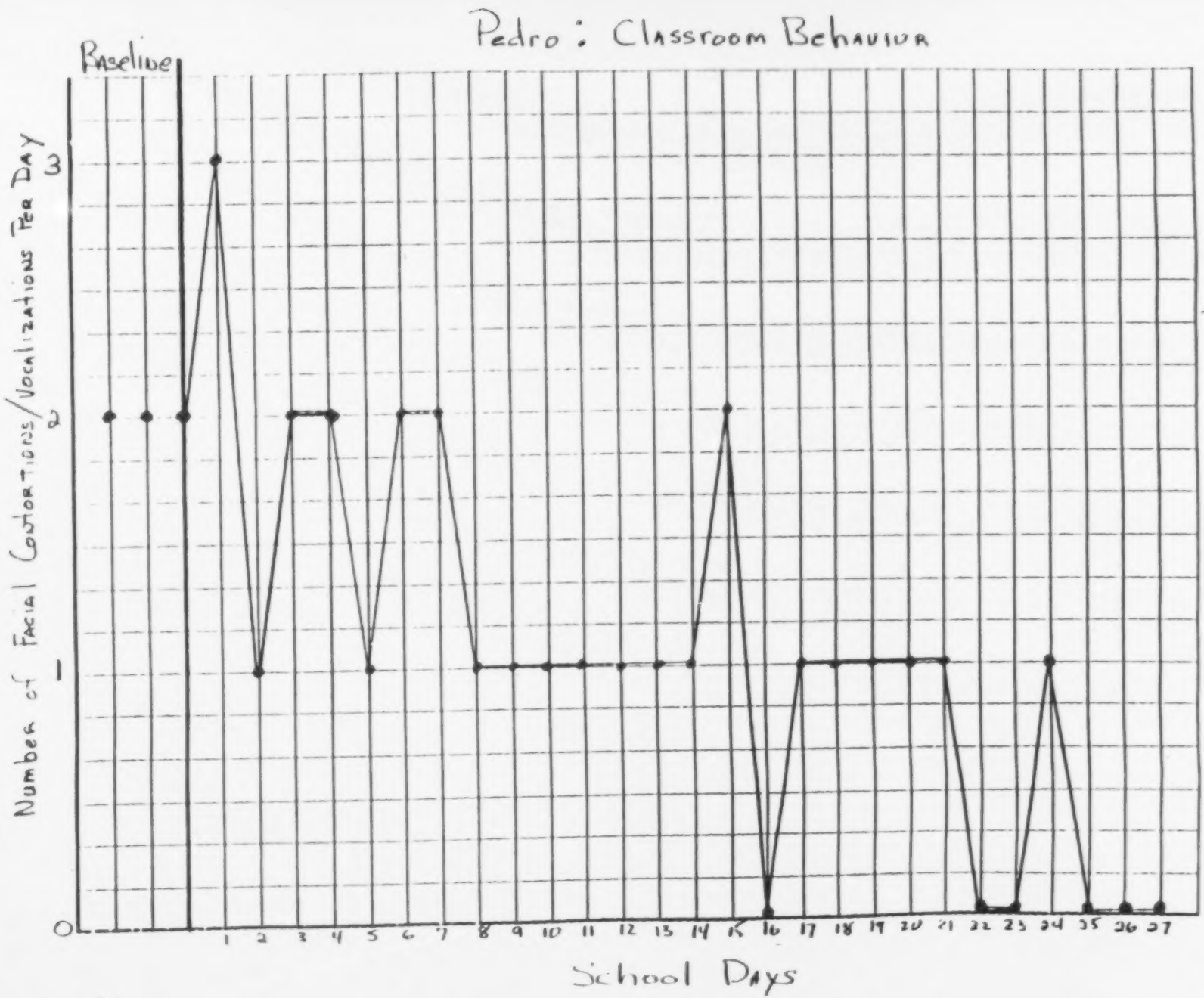

Pedro: Classroom Behavior
Baseline
Number of Facial Contortions/Vocalizations Per Day
0
1
2
3
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
School Days

Table 6

SOCIAL SKILLS

Scenario: Tanya is a five year old girl who is currently placed in an afternoon kindergarten program. She was identified to the IST by her classroom teacher because of her inability to interact with her peers. According to the teacher Tanya would not speak to her classmates and when placed in a cooperative learning group, this student would refuse to participate. During playtime Tanya sat in a corner and remained in solitary play. Tanya's mother reported that her daughter was very active, talkative, and friendly in the home setting. Tanya was described as being shy around adults in some situations. Academically, Tanya is performing within the instructional range when compared to her peers.

Intervention: The classroom teacher identified the lack of peer interaction in school as the most significant problem. An intervention strategy was implemented which included social skills training and modeling of behavior. A positive reinforcement system was also instituted for increased participation in classroom activities. On an average day, the teacher schedules five activities (structured and unstructured) which require peer interaction. The IST established a goal for Tanya to participate in four out of five activities.

ACQUISITION

Measurement Options:

Chart specific social skills observed on a daily basis.

Graph the number of activities participated in on a daily basis.

RETENTION

Continuous monitoring of participation across time.

Monitor generalization of social skills to other situations.

Decision Questions: Is there an observable change in the student's behavior as a result of social skill training and modeling?

Is the student able to interact appropriately with peers according to teacher expectations?

Narrative

Tanya's progress was monitored by the classroom teacher who recorded on a scale of 0-5 the number of activities in which Tanya participated. Both the support teacher and the school psychologist worked with this student in teaching and modeling various social skills. Social praise and stickers were used for positive reinforcement after each activity in which this student was an active participant. After 10 school days Tanya was participating in 4 out of 5 activities (rate of acquisition). At the end of an additional 10 school days Tanya continued to participate in approximately 4 activities per day for a retention rate of 100%.

The classroom teacher was pleased with Tanya's success at the end of the 30 day intervention period. The IST determined that Tanya would not require further evaluation. The team discussed with the teacher methods for fading the positive reinforcement system. The psychologist will continue to consult with Tanya's teacher on an as needed basis.

AFFECTIVE BEHAVIORS

Scenario: Vicky is a third grade student who is described by her classroom teacher as being a bright and typically out-going, motivated student. At the end of the second marking period her grades had dropped below average and in the middle of the third marking period she is failing science and social studies. Her teacher commented that Vicky has become withdrawn. A curriculum-based assessment found Vicky to be at the instructional level in the texts used in these two content areas and her comprehension was at the mastery level. During a classroom observation Vicky was doing school work 72% of the time while looking around approximately 28% of the time. When the mother was contacted about the problem, she volunteered that Vicky may be upset because she and her husband had recently separated, and are pursuing a divorce.

Intervention: The IST brainstormed various strategies for helping Vicky to cope with the difficulties occuring in the home environment. The team agreed to have the guidance counselor work with Vicky individually and to include her in a divorce group. A peer tutor was recommended to assist Vicky with homework and studying for tests. A parent conference may be scheduled after the counselor and student meet.

ACQUISITION

Measurement Options:

Graph on-task behavior using a structured observation code.

Monitor daily classroom behavior using a teacher rating scale.

Monitor coping skills demonstrated during individual and group counseling.

RETENTION

Chart grades in all academic areas.

Conduct random classroom observations of on-task behavior.

Decision Questions:

Is the student able to stay on-task during classroom activities?

Is the student demonstrating coping skills for dealing with the difficult home situation?

Is the student able to maintain academic success?

Narrative

To measure the rate of acquisition, the IST chose to have the classroom teacher rate Vicky's behavior on a daily basis. Using a scale of 0 (withdrawn) to 5 (active, motivated) the teacher recorded a score at the end of each day based upon her observations of Vicky. The support teacher collected and graphed these scores at the end of each week. The goal was for Vicky to receive ratings of at least 4 each day. At the end of the 30 day intervention period, Vicky averaged a rating of 4.5.

Rate of retention was measured by charting Vicky's grades before and after the intervention period. By the second week, Vicky improved from an average score of 53% on science tests to an 80% on the most recently administered test. Similar improvement was noted in social studies. The classroom teacher indicated satisfaction with Vicky's progress and the IST determined that this student did not need to be referred for further evaluation. The team recommended that the counselling sessions be continued for this student.

SECTION II

READING
(FLUENCY AND COMPREHENSION #1)

Scenario: Steve, a third grade student, is receiving a failing grade in reading. He is being instructed in the Grade 3-1 reading book of the district basal series and is described by his classroom teacher as having skill deficits in the areas of oral reading, word attack, sight word vocabulary, and comprehension.

Intervention: A curriculum-based assessment indicated an instructional level in the 2-1 reading book based on accuracy of 93%. A flashcard procedure with known and unknown words was used to improve vocabulary and fluency. The student was also taught to use an index card while reading to improve tracking skills.

ACQUISITION

Measurement Options: Graph the average number of words learned per session when drilling known and unknown words.

Monitor the number of lines he is able to read without skipping a line

RETENTION

Record the number of words the student is able to recall at the end of the intervention period.

Record the percentage of comprehension on passages using CBA retelling criteria.

Graph fluency with frequent CBA measures throughout the intervention period.

Decision Questions:	Is there an increase in the student's sight word vocabulary as a result of the intervention? Is the student's working memory adequate to allow for several words to be learned per day? Has the classroom teacher observed a positive change in the student's classroom performance during the intervention period?

Narrative

Steve's progress was monitored by both a peer tutor and the support teacher. The support teacher recorded Steve's fluency on selected readings at his instructional level. Known and unknown words were recorded and the peer tutor worked with Steve three times a week for three weeks using a flashcard drill. Rate of acquisition was measured by Steve's ability to learn, on the average, 2 of 5 unknown words per 20 minute session. According to the classroom teacher, the average peer should be able to acquire 4 to 5 words per session.

After three weeks the support teacher gave all 22 words to Steve that had been recorded as known and he was able to identify 12 of the 22 words, for a retention rate of 55%. Fluency measures through CBA were monitored and Steve continued to perform at the frustrational level in the basal material. Because Steve demonstrated low rates of acquisition and retention throughout the intervention process and receives additional support from the classroom teacher and parents, the IST recommended a multi-disciplinary evaluation to further determine this student's educational needs. Steve will continue to receive support from the peer tutor during the MDE process.

SUNNYSIDE SCHOOL DISTRICT
MULTIDISCIPLINARY TEAM EVALUATION REPORT

Name: Steve Smith **DOR:** 10/24/91

DOB: 7/1/83 **Grade:** 3 **School:** Sunnyside Elem. **Placement:** Regular Education

REASON FOR REFERRAL:

Steve was referred for evaluation to assess his difficulty in following directions, his poor performance in reading, and his weak motor skills.

BACKGROUND INFORMATION:

Steve is presently placed in a third grade classroom at Sunnyside Elementary School. A review of educational records indicates average academic achievement. Medical records showed that Steve had corrective eye muscle surgery approximately one year ago. Concerns of the parents include lack of energy, short attention span, extreme anger towards siblings, and poor school performance.

INTERPRETATION OF ASSESSMENT RESULTS (Present Levels):

Reading and Language Arts - Steve is currently receiving a failing grade in reading. He is presently being instructed in the grade 3-1 book of the *Scott Foresman: An American Tradition* Basal Reading Series. Of the two reading groups in the third grade, Steve is placed in the lower reading group. Approximately 90 minutes of instruction in reading are allotted per day. Steve does participate in the

third grade, Steve is placed in the lower reading group. Approximately 90 minutes of instruction in reading are allotted per day. Steve does participate in the Chapter I reading program. Compared to others in his reading group, Steve is functioning "much worse" in the areas of oral reading, word attack, sight words, and comprehension.

A curriculum-based assessment was conducted in the grade 3-1 book of the *Scott Foresman: An American Tradition* basal reading series. He performed at the frustrational level in this book. He displayed poor oral reading fluency and had difficulty on both factual and inferential comprehension questions. He did attempt to sound out unknown words. Although comprehension improved somewhat when the grade 2-2 book was used, fluency was still very slow. Steve frequently substituted words and had difficulty tracking the lines in the passages. Using the drill sandwich procedure with unknown words, an acquisition rate of 2 out of 5 words per session was recorded. After three weeks of intervention Steve recalled 12 of 22 words reflecting a retention rate of 55%. Assessment of Steve's oral reading continued to indicate low levels in fluency and inadequate comprehension of the meaning of the text.

Steve is deficient compared to his peers in reading. His rates of acquisition and retention appear to be insufficient to allow him to succeed in the general education program without specially designed instruction. These difficulties also have an adverse impact on his written language skills.

Math - Steve's teacher describes him as performing "slow" in all areas of math computation. At the present time the entire class is at mastery level for the skills of addition to 18 and subtraction from 18. On a standardized achievement test Steve performed below his current grade placement in math. He has not mastered the basic addition and subtraction facts. On weekly timed tests he averages 60% correct.

Steve performed at an instructional level in addition with sums through 18. In subtraction he performed at a frustrational level due to his lack of skill in this area. Strategies were developed to increase automaticity in basic math facts. A computer program was used along with a peer tutor to provide flash card drill. Steve's rate of acquisition of subtraction facts was 2 facts per session. Rate of re-

tention was assessed by the number of problems he was able to complete during weekly timed tests. Steve could accurately complete 75% of the problems after the 30-day intervention period. These rates would suggest that Steve can be taught in a general math class successfully.

Behaviorally, Steve is reported to perform satisfactorily. Although he attempts to complete his work during class time, it is often messy. A structured classroom observation was conducted during reading showing him to be on task 58% of the time compared to a peer who was on task 81% of the observed time. The remainder of the time was spent looking around and interacting with the teacher. Steve demonstrated difficulty following through on group directions.

Strengths - Steve's general classroom behavior, motivation and peer interactions appear to be appropriate. The results of the psychological evaluation indicate that Steve is functioning within the average range of cognitive ability.

Needs - Steve's academic and coping skills needs include: basic word attack skills, reading fluency, comprehension strategies, adaptations for slow rate of completing work, and automaticity in basic math skills. Behaviorally, Steve is a student who lacks self-confidence when attempting to meet the expectations of others.

The evaluation by the physical therapist indicated that Steve demonstrates some lack of motivation in locomotor skills, some low muscle tone, slow speed, and is overweight for his age. He has difficulty in areas requiring motor planning and endurance, however, it is not significant considering age and level of development. Consequently, physical therapy is not recommended.

RECOMMENDATIONS TO IEP TEAM:

Based on the assessments made, the MDT believes the current program of instruction is not appropriate. The MDT believes Steve meets the eligibility criteria for special education in reading and language arts. Steve demonstrates the need for a specialized educational program beyond what can be provided in the present general classroom setting.

PROGRAM RECOMMENDATIONS:

Academic support for reading focusing on needs outlined above; emphasis on increasing acquisition and retention of new words. Drill and instruction focusing on automaticity of basic skills.

SIGNATURE PAGE:

_____
Parents

_____
Prinicpal

_____
School Psychologist

_____
Teacher

_____
Other

_____
Other

EXAMPLE IEP

Name:	District:	DOB:
Steve Smith	Sunnyside School District	7/1/83
Address:	**Phone:**	**Age:**
140 Sundial Court Sunnyside, PA 16671	(717) 345-2108	8 years, 4 months

Meeting Date:
11/15/91

Participants at meeting/signatures:

James Smith - Father_____

Ida Smith - Mother_____

Susan Black - Teacher, 3rd Grade_____

Mr. McMurphy, Principal_____

1. What is the student's major life goal?

   To complete requirements for graduation from high school and to seek post secondary schooling.

2. What are student's present educational levels?

   A. ***Reading - Instructional level in the 2-2 book of the Scott Foresman - An American Tradition basal reading series. Rates of acquisition and retention in Reading are below grade level expectancy..***

   B. ***Math - Instructional level in addition with sums through 18, however Steve is performing at a frustration level in subtraction (cannot complete math facts where top number is 11-28) Rates of acquisition and retention in Math are satisfactory for age and grade level.***

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C. *Spelling is below current grade placement.*

D. *Manuscript handwriting and letter formation need improvement.*

E. *Slow rate of task completion.*

F. *Visual and gross motor skills slightly delayed for chronological age.*

3. What progress has been achieved since last IEP meeting?

N/A

4. What are the goals for this student?

(1) **To become a more efficient reader by:**

A. *applying word study skills efficiently in context.*

B. *improving reading fluency.*

C. *improving reading comprehension.*

(2) *To become a more efficient writer by:*

A. *improving penmanship skills.*

B. *using an expanding oral and reading vocabulary*

C. *writing about reading episodes and events.*

5. What are the objectives for this student, and how will these objectives be evaluated?

A. *To read with a 93-95% accuracy with fluency rates of at least 70 words per minute in the second grade reading materials.*

B. *To increase comprehension levels for reading materials to an instructional level of 80-85% in course context.*

C. *To increase rate of retention to a 90% level linking writing strategies with reading activities.*

Evaluation procedures will be conducted using curriculum-based assessment (reading and writing samples) on a routine basis. Curriculum-based assessment will be used to assess instructional needs and on-going performance in general and special education settings.

6. What type of service is needed?

Learning Support.

7. What level of intervention is needed?

Supplemental intervention, resource room for reading, and writing instruction. In addition, consultative support to the regular classroom teacher in the areas of math and to provide assistance in providing appropriate classroom adaptations.

8. What is the specially-designed instruction to be provided for this student?

A. *When directions and new concepts are taught to Steve which involve significant amounts of material presented orally instructions and directions should be supplemented with auditory cues.*

B. *Increased repetitions of new skills and concepts should be provided to increase rate of retention and promote comprehension.*

C. *Choral and echo reading activities should be used in material at his instructional level to increase fluency.*

D. *Worksheets and tests will be adapted because of Steve's difficulty in fine motor production.*

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E. ***Regular assessment will be used to provide feedback on the effectiveness of the instructional techniques.***

F. ***Pre-reading and self-monitoring strategies should be taught to improve comprehension.***

9. What assistive devices does this student need?

None

10. What related services does this student need?

None

11. What behavior management program does this student need?

None

12. In what programs or activities will this student be educated or participate with his non-exceptional peers? What adaptations are necessary to help this student?

A. ***Steve is to participate in regular education for all subject areas with special education support in the areas of reading and writing.***

B. ***Written assignments and tests will be adapted to allow for 80-100% task completion.***

C. ***Steve will participate in small group counseling session to increase self-confidence.***

D. ***Spelling lists will be designed to complement reading/writing activities***

E. ***Guided practice in manuscript handwriting will be provided.***

13. What school will the student attend? (Location of Intervention)

Sunnyside Elementary School (neighborhood school)

14. Date when services will start:

November 25, 1991

15. Duration of services:

Ongoing through November 25, 1992.

16. Other:
N/A

17. Exit Criteria:
Steve should be considered for exit from special education services when he can satisfactorily meet the demands of an appropriate academic group within grade level.

IEP team has also considered the need for (see #16):

	Adaptive Physical Education	_____	**Transition/Preparation for Adult Life**
_____	**Extended School Year**	_____	**Graduation Planning**
_____	**Vocational Education**	_____	**Post-School Programs**
_____	**Assistive Devices**	_____	**Behavior Programs**
_____	**Enrichment/advancement**	_____	**Student health concerns**
_____	**Adaptations/modifications to regular education class**		

LIFE SKILLS

Scenario: Belinda was referred for emotional difficulties which involved anxiety manifesting itself in unfocused complaints, and crying that interfered with academic time on task. She is a sixth grade student who has been in a part-time placement - Learning Support - since she entered school and has been in foster placement for the last five years. Belinda has received in-school counseling as well as a variety of outside agency services. The team decided to focus on the episodes of complaining, crying and changing the subject rather than staying focused on one problem.

Intervention: The team decided to develop strategies for helping the student focus on one problem at a time utilizing a decision-making model. The goal was to eliminate the amount of time spent crying and complaining through developing proper problem identification and decision-making techniques. The team's intervention strategy included: direct instruction in a decision-making model utilizing teacher prompts, cues, reinforcement, modeling and role-playing. In order to promote generalization (retention) of skill acquisition in decision-making, Belinda was taught to use a self-report journal outlining her use of the steps in the decision-making model.

ACQUISITION

Measurement Options: Chart the reduction in frequency of crying and complaining per day.

Chart the reduction in time between onset of crying and complaining and the application of the steps in decision-making.

RETENTION

Monitor maintenance of behavior over time including self-reporting in journal and teacher observation
Record application of steps in decision-making as a result of teacher prompting/cueing.

Decision Questions:

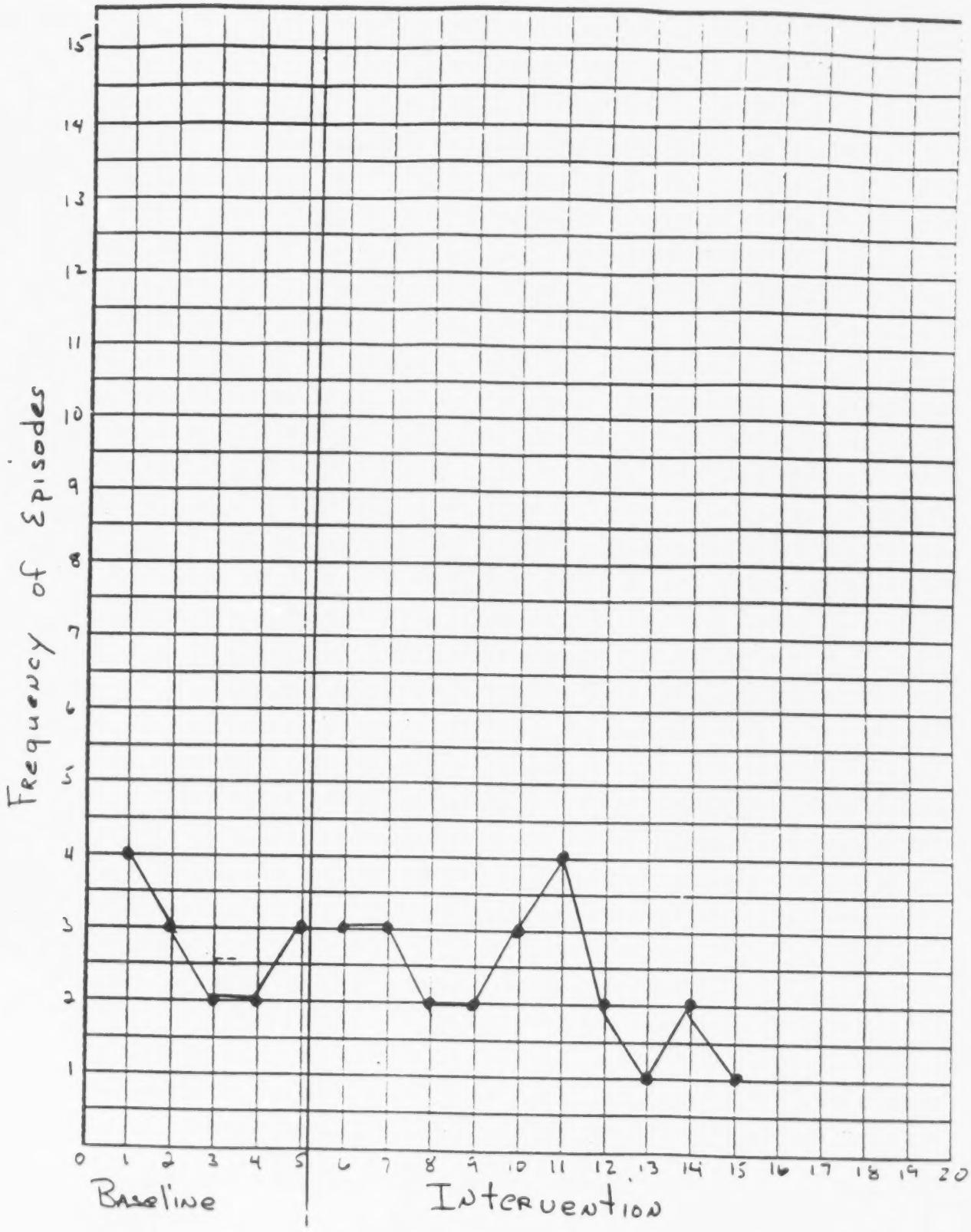
Is the student acquiring decision-making skills?
Is there an observable change in behavior as a result of intervention procedures?
Is the student's change in classroom behavior (unfocused crying and complaining) within the goal range determined by the team?

Narrative

Belinda's progress was monitored by her regular education teacher who recorded both frequency and duration data from baseline through intervention. The special education teacher and the school psychologist worked with a group of four students including Belinda in teaching, modeling and role-playing decision-making. Her teachers were responsible for cueing and prompting Belinda to utilize decision making in real situations. In the group instruction for decision-making, Belinda's acquisition of the skills was questionable in that she was only able to parrot the modeling or parrot another student's role-playing. After 10 school days, Belinda's episodes of crying and complaining had not changed in frequency. She continued to spend 15-20 minutes complaining and crying before the teacher resumed instruction with Belinda still upset.

Because Belinda was unable to attain the goals established, the team judged that she exhibited significant life skills deficits in spite of classroom interventions. Consequently, the team decided to refer Belinda for multidisciplinary re-evaluation in order to gain more information for program modifications. The team further recommends an assessment of life skills in the following areas: self-concept, social skills, expression of feelings and readiness for decision-making.

Behavior: Coping Skills



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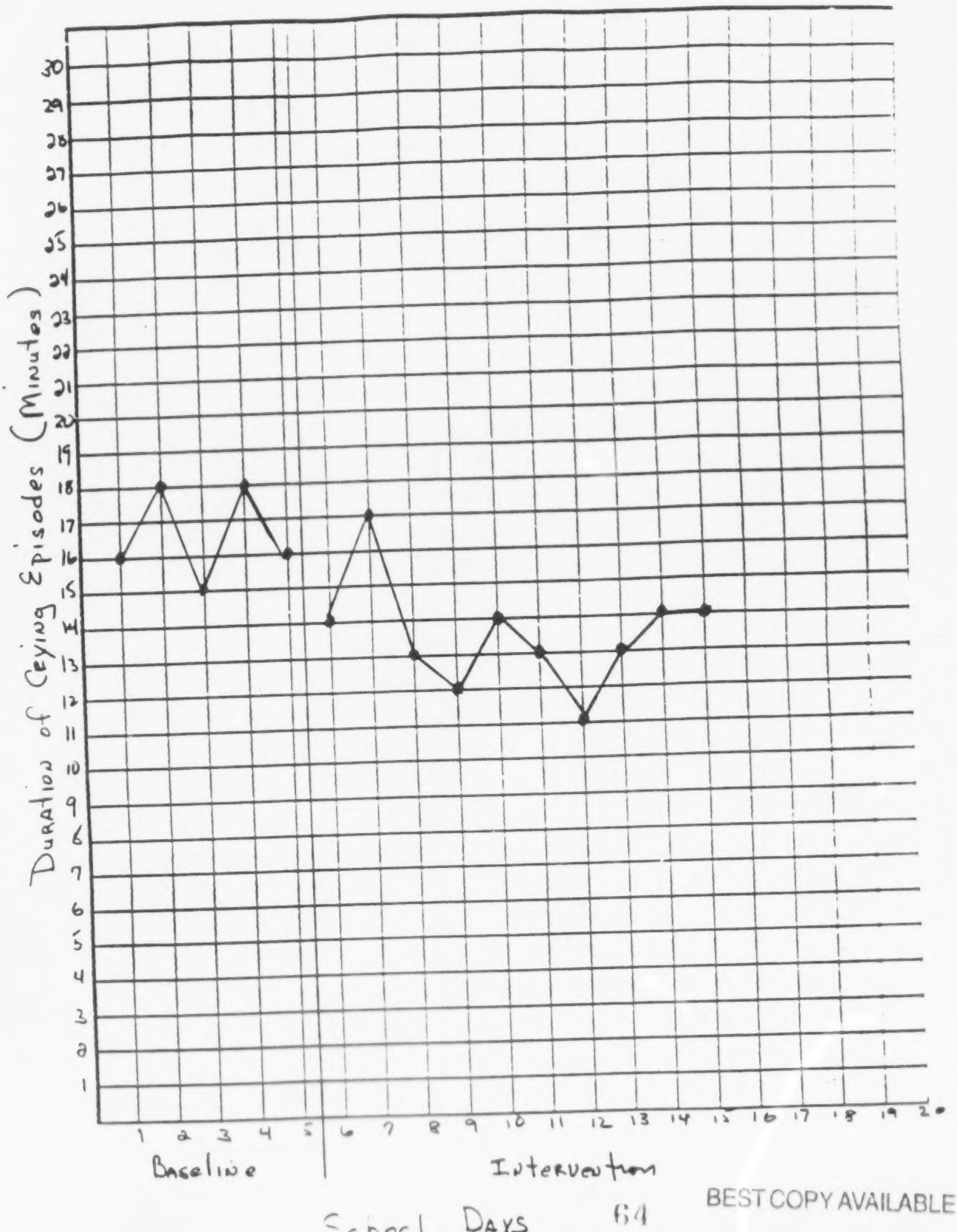
Session : Coping Skills



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_____ Initial Referral

__X__ Re-evaluation

SANDY RIDGE SCHOOL DISTRICT

MULTIDISCIPLINARY TEAM EVALUATION REPORT

Name: Belinda Jones **Date of Report:** 1/30/92

Birthdate: 5/2/79 **Grade:** 6 **School:** Sandy Ridge Middle School

Placement: Learning Support

Reason for Referral:

Belinda was referred for assessment of her emotional difficulties which involved anxiety manifesting itself in unfocused complaints, circular thinking and crying that interfered with academic time on task. The outcome of the re-evaluation will be to review her IEP and make recommendations in line with the presenting problems.

Background Information:

Belinda is presently placed in a sixth grade learning support classroom on a part-time basis at Sandy Ridge Middle School. A review of records reveals that she has been in special education classes since first grade. Beginning in intermediate grades, Belinda has been seen as very teacher-dependent, avoidant of peer relationships and easily crying over situations that were not clear to her teacher. Belinda's mother is concerned over her lack of friends, and the effect on her classwork that her behavior is producing.

Interpretation of Assessment Results:

Belinda's teachers note her tendency to complete her work and sit daydreaming until directed to another activity. Additional observations reveal that Belinda is on task for instructional sequences, but avoids interaction with peers and focuses on interacting with the teacher rather than getting involved with peers. A teacher administered sociogram suggests that, although Belinda is not a rejected student, she is a "neglected" student in that her classmates reponses were often "doesn"t matter" in regard to spending free time with her in a variety of situations.

An evaluation of Belinda's ability to express her feelings was conducted within the larger framework of a pragmatic language evaluation. These results indicate that Belinda is capable of only a shallow level of conversation and is not able to analyze or reflect back what she had just previously expressed.

The results of the social skills assessment and self concept rating indicate that both home, school and Belinda recognize deficits in assertiveness and some lesser problems in responsibility and cooperation. For the most part, these minor areas are somewhat dependent on the development of the assertiveness skills to make peer relationships satisfying. Belinda's problem behaviors are of an internalizing nature and, again, if peer relationships could be promoted, the problem behaviors may improve.

Strengths

Ability to follow teacher instructions and directions for classroom work. Follows classroom rules and completes assignments.

Needs

Improved peer relationships: initiating and maintaining peer interactions, peer attachments that are sufficient to discuss and solve problems at an appropriate developmental level.

Recommendations to IEP team:

Based on the assessments made, the MDT believes Belinda's current placement is appropriate. She demonstrates life skill deficits that should be addressed through her I.E.P.

Program Recommendations:

The following are program recommendations:

1. To improve peer relationships through strategies involving coaching, scripts and application that are reinforced both at home and school.
2. To teach oral communication to guide appropriate oral responses when dealing with peers.
3. To utilize directed discourse in order to develop oral skills for joining and maintaining a conversation.
4. To enhance self concept through structured opportunities such as cooperative learning groups and peer pairing for academics for practicing and maintaining assertive language skills.

EXAMPLE IEP #2

Name:	Belinda Jones	**District:**	Sandy Ridge
Address:	Sandy Ridge, PA	**Birth Date:**	05-02-79
		Age:	12 years, 9 months
		Meeting Date:	02-05-92

Participants at meeting–signatures:

_____

_____

_____

_____

1. What is the student's major life goal:

   A. ***Independent Living***

   B. ***Employment after High School***

   C. ***Appropriate Social Interactions***

2. What are student's present education levels?

   A. ***Reading instructional levels is at mid second grade level in school district's reading curriculum.***

   B. ***Functioning in the 3rd grade math curriculum at the 3 digit X's 1 digit scope and sequence***

   C. ***Functioning in the 3rd grade spelling curriculum with additional emphasis on survival words.***

   D. ***Written language ability is assessed to be at approximately the 3rd grade level with emphasis on writing complete sentences and simple paragraph composition.***

E. *Belinda exhibits deficits in the area of social skills. Specifically, Belinda has not acquired appropriate interaction or decision making skills in social situations with peers.*

F. *Belinda's peer interactions are adversely affected by a lack of confidence and overall poor self-concept.*

3. What progress has been achieved since last IEP meeting?

A. *Academic:*

1. *Reading - Belinda's rate of acquisition for unknown sight word vocabulary averages 10 words per week with an average rate of retention of 80%.*

2. *Math - Belinda's rate of acquisition for unknown multiplication math facts averages 8 facts per week with an average rate of retention of 87%.*

3. *Spelling - Belinda's rate of acquisition for unknown spelling words averages 5 words per week with an average rate of retention of 80%*

4. *Written Language - Belinda has demonstrated mastery in writing simple sentences and is able to construct a simple paragraph with fewer than three errors 90% of the time.*

5. *Language Arts - Belinda has been able to use acquired sight word vocabulary to construct complete thought units across the areas of reading, spelling, and writing exercises.*

B. *Behavior:*

1. *Social Skills - Belinda's positive peer interactions have declined in part, because of a lack of acceptable assertiveness skills with her new peer group at the middle school.*

2. ***Self-Concept - Belinda has evidenced significant negative feelings about herself and her ability to function across home, school, and community environment.***

4. What are the goals for this student?

   A. ***Academic:***

      1. ***To increase acquisition and retention in all academic subject areas based upon instructional level and optimal pacing utilizing CBA procedures..***

      2. ***Continue attempts to connect functional reading and writing using a variety of techniques such as keyword strategies for notetaking, identifying key facts in expository writing, and focusing on 2 or 3 main ideas in both reading and writing assignments.***

   B. ***Behavioral:***

      1. ***To improve peer interactions through structured cooperative learning activities and in informal non-structured interactions.***

      2. ***To improve social skills in the areas of assertion and decision-making using direct instruction modeling and guided practice of appropriate decision-making skills.***

5. What are the objectives for this student, and how will these objectives be evaluated?

   A. ***To acquire 200-250 new sight vocabulary words with a 90% retention rate (9 out of 10 words remembered). This objective will be evaluated on an on-going basis utilizing curriculum based assessment methods.***

   B. ***To obtain a reading fluency level of level of 50-60 words per minute, while maintaining 97% accuracy in materials at her instructional level.***

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C. ***To acquire multiplication math facts at 95% accuracy within the regular third grade curriculum with a rate of retention of 85% (8-9 out of 10).***

D. ***To use 100-150 new spelling words in appropriate context in writing and to be able to spell at the 80% level of accuracy.***

E. ***To relate writing activities to her reading activities so that Belinda can compose 2 and 3 simple paragraph stories.***

F. ***To acquire and demonstrate appropriate conversation and interaction skills with peers and adults.***

G. ***To promote a better self-concept by increasing Belinda's positive social experiences with her peers.***

6. What type of service is needed?

   Learning Support

7. What level of intervention is needed?

   Part Time

8. What is the specially-designed instruction to be provided for this student?

   A. ***Using increased repetitions across a variety of contexts to improve rates of acquisition and generalization.***

   B. ***Use curriculum based assessment as an instructional technique.***

   C. ***Provide structured settings for opportunities to interact with her peer groups using cooperative learning activities.***

D. Provide coaching procedures with scripts by Brenda's teachers and parents to improve social interaction with peers.

E. Provide specific reinforcement schedule for performance of social skills at home and school.

F. Counselor to model and use role playing to teach appropriate decision making skills.

G. Provide language consultation using directed discourse to teach Belinda appropriate oral expressive skills for joining and maintaining conversations with peers and adults.

H. Provide structured activities sufficient to promote positive peer attachments as a means of enhancing Belinda's self-concept.

9. What assistive devices does this student need?

N/A

10. What related services does this student need?

Speech and Language Consultation
Counseling

11. What behavior management program does this student need?

N/A

12. In what programs or activities will this student be educated or participate with his non-exceptional peers? What adaptations are necessary to help this student?

Belinda will be included in regular school programs and activities in the areas of health and physical education, art, music, and will be a member of the middle school band.

13. What school will the student attend? (Location of Intervention)

Sandy Ridge Middle School

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14. Date when services will start:

February 15, 1992

15. Duration of services:

All school days through February 15, 1993

16. Other:

N/A

17. Exit Criteria:

Belinda will continue in special education until she no longer demonstrates a need for specially designed instruction and/or graduates.